Commercial Art 2 Overview

Content Area: **Art**
Course(s): **COMMERCIAL ART II**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

A second step to the precursor Commercial Art class, students will continue to be made aware of the varied occupations and careers that comprise the commercial art field through projects that emphasize visual communications. Advanced activities along with layout principles stressed and explored through Adobe Illustrator, Photoshop, After Effects, digital tablets, and digital cameras. The course highlights the importance of visually exploring and discussing the creative process through skill development and critique. Students will not only complete advanced projects in both Adobe CS programs, but they will also be introduced to basic animation. Computer based projects will include individual and group projects, with a culminating 30 second animation product commercial for meeting the needs of the client.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy		7. World Languages			
4. Mathematics		8. Technology Literacy	S		

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Textbooks and other resources

COURSE RESOURCES

Mac Computers   CS5 Adobe Illustrator/ Photoshop Digital Projector
Digital Cameras

Bamboo Digital Tablets   Universe Data shared drive   Internet

Standards

1. To familiarize students with the variety of jobs which exist in art and related fields 1.1.5.D.1 (M).

2. To continue influence students to current styles and trends within visual communication 1.3.2.D.3 (M).

3. To provide students with the professional materials employed by the commercial artist in order to experience the use of tools and techniques appropriate to the field 8.1.8.A.5 (M).

4. To guide students through the professional creative working process 1.4.5.B.4 (M).

5. To demonstrate procedures employed in the professional presentation of artwork through Digital tablets, Mac Adobe Illustrator, Photoshop and After Effects programs 1.4.12.B.2 (M).

6. To provide experiences for students to become involved in working on "real world projects" 1.4.12.B.3 (M).

7. To provide students with opportunities to apply their knowledge of the principles of design and elements of art to commercial visual communication 1.4.8.A.7 (M).

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Prof Asse
Unit 1 Layout & Design Word Collage Art The students will create word collage art based on the elements, principles of art/ design and focusing on a specific company or product that might use it. The students will understand that the art elements & principles of design are the guiding concepts for developing designs. Students will be given a refresher of basic/ advanced tools in Adobe Illustrator and Photoshop and operations are discussed.	1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.2.12.A.2 (M) 1.3.12.D.2 (M) 1.3.12.D.3 (M) 1.4.12.A.1 (M) 1.4.12.A.2 (M)	1, 2	1-2 weeks	Con asso Stud Tim

	1.4.12.A.4 (M)			
	8.1.8.A.5 (M)			
Unit 2 Creating a 3 Dimensional realistic object Students will create a realistic object such as a chair, airplane or car. The 3-D model they create will have realistic shading, highlights and fully color. They will understand that most companies use realistic, 3-D objects in boardroom presentations. Art principles of line, shape, color, and size are all stressed.	1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.2.12.A.2 (M) 1.3.12.D.2 (M) 1.3.12.D.3 (M) 1.4.12.A.1 (M) 1.4.12.A.2 (M) 1.4.12.A.4 (M) 8.1.8.A.5 (M)	1, 2	2-3 weeks	Con asso Stuc Tim
Unit 3 Personal Animation Students will look at examples of professional company layout advertisements that use computer animation. They will understand that companies use hierarchy of text, shapes and color to create an appealing layout. They will decipher what principles of design are used in professional layouts and then create their own multiple image animation. All Art Principles and principles of design are stressed.	1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.2.12.A.2 (M) 1.3.12.D.2 (M) 1.3.12.D.3 (M) 1.3.12.D.5 (M) 1.4.12.A.1 (M) 1.4.12.A.2 (M) 1.4.12.A.4 (M) 8.1.8.A.5 (M)	1, 2	3-4 weeks	Con asso Stuc Tim
Unit 4 Anime/ Cartoon Tablet Drawing Animation Students will create a totally original anime/ cartoon character on Bamboo tablets, to be put into an animation skit. They will further develop their skills in Adobe Illustrator and Photoshop to create their world. Principles of design and art are all stressed.	1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.2.12.A.2 (M) 1.3.12.D.2 (M) 1.3.12.D.3 (M) 1.3.12.D.4 (M) 1.4.12.A.1 (M) 1.4.12.A.2 (M)	1, 2	5-6 weeks	Con asso Stuc Tim

	1.4.12.B.2 (M) 8.1.8.A.5 (M)			
Unit 5 Culminating Final Presentation Students will work in groups to create a 30 second animated commercial, advertising a specific product. Students will look at cleaver animated examples of professional television commercials to aid them in "selling the product". Principles of design and art are all stressed.	1.1.12.D.1 (M) 1.1.12.D.2 (M) 1.2.12.A.2 (M) 1.3.12.D.2 (M) 1.3.12.D.3 (M) 1.4.12.A.1 (M) 1.4.12.A.2 (M) 1.4.12.A.4 (M) 1.4.12.B.1 (M) 1.4.12.B.3 (M) 8.1.8.A.5 (M) 9.4.12.A.56(M)	1, 2	6 weeks	Con asso Stuc Tim

VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance,

craftsmanship, cultural context, and originality as criteria for assigning value to the works.

VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Grading and Evaluation Guidelines

GRADING PROCEDURES

40%- Finished Projects:

Students will be graded based on a scoring rubric. The rubric establishes the criteria for grading and allows the student to see what is expected from the beginning of the project.

5%- Homework:

Students will be required to complete homework assignments based on the project in progress. This could be in the form of "Rough" idea thumbnails, gathering visual references, or other project specific criteria.

30%- Exercises:

With each new project, there is an exercise that allows students to explore techniques and design. These exercises are completed before projects are begun and after practices. Exercises reinforce skills used to complete the project on the computer.

15%- Assessment:

At the completion of each project there will be some form of assessment used to test the students understanding of concepts and techniques. These can be in the form of rubrics, critique and digital do-nows.

10%- Class Performance:

Doing the right thing in an art class is as important as project outcome. This is a production studio where students should feel free to express themselves through their work while maintaining a positive and productive atmosphere. Students will be graded based on time on task as well as their productivity on a weekly and daily

basis.

In terms of proficiency level the East Brunswick grades equate to:

A   Excellent   Advanced Proficient

B   Good   Above Proficient

C   Fair   Proficient

D   Poor   Minimally proficient

F   Failing   Partially Proficient

COURSE EVALUATION

In Commercial Art II the goal is that a minimum of 95% of the pupil's will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students, at all levels of proficiency, on Unit Assessments, Marking Period Grades, Mid-term and Final Exams and Final Course Grades. Final Course Grades will be analyzed for the achievement of sub-groups as well as the class as a whole. As a result of the outcome analysis decisions will be made concerning the need for modifications to the course content and/or instructional methodology.

Other Details

SCED 1271 Commercial Art II

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
96	050	A	S	10-12	2.50	210	E	7/9/2012